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HEART, MIND, GROWTH, AND CHANGE

Values and Motivation

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As humans, we create stories—and these stories have power

- Your child is presently writing his own stories about who he is, what he is able to do, what he can control, and what is out of his control
- Childhood stories are woven into a more integrative narrative of identity in adolescence and young adulthood
- We have no control of some components (where we are born, our gender), but we do have some control over others (how we comport ourselves, respond to challenge, and interact with other people)
- As your child matures, she will consider some of her “self” stories as typical of who she is while others will be thought of as humorous or embarrassing anomalies, not typical of her at all
- The stories she decides are most autobiographical will become the models for setting her expectations and guiding her actions as she encounters new life events

The influence of parents and teachers

- As parents and teachers, we influence the quality, health, and resilience of our children's stories
- Unfortunately, it is not unusual for children to have distorted images of their capabilities and their own self-worth. Some of our children tend to overstate their capabilities while others grossly underestimate what is possible for them
- As parents and teachers, we must assure that our children's personal narratives are authentic to who they are, reflect realistic assessments of themselves, provide mechanisms for overcoming obstacles, allow them to celebrate accomplishment, and adapt to changing circumstances

Motivation

- We know that all students are motivated. And, we know they are motivated in very different ways to accomplish very different things
- Conversation and personal narrative continuously recreate the mind-heart amalgam
- How do we draw on that connection to encourage purposive change that spurs growth toward excellence?

Personal narrative and motivation

- What type of motivation drives your child or student?
- What is valuable to the child?
- How do habits change?

Motivation Drivers--UConn Model

- Intrinsic
 - *Learning for the joy of learning*
- Attainment
 - *Learning for the thrill of accomplishment*
- Utility
 - *Learning what is useful*
- Extrinsic
 - *Learning to get a reward*

Intrinsic and Attainment



Conversations with an Intrinsically Motivated Child

Discuss what you enjoyed about education, how it enriched your life. Do not simply tell a child that it is important to get a good education so she can get a job one day. Do not underestimate how powerful a motivator the joy of learning can be

Show an interest in topics being discussed at school

- *Do not simply ask what grades a child got or whether a child behaved well*
- *Take time to remark on the academic skills the child has acquired*
- *Share what you find to be interesting or exciting about the subjects you studied at school*

■ *Share the Joy*

■ *Keep the Spark Alive*

Selectively Motivated

- Helping intrinsically motivated students see the big picture can often support academic accomplishment
- Strive to help your child develop a fascination with scholarship and all it entails.
 - *Creative reasoning*
 - *Disciplined analyses*
 - *Seeing the big ideas and paying attention to the details*
 - *The ability to focus, to persist, to collaborate, to organize, and to communicate*
 - *A range of social and emotional skills*
- Sometimes coupled with utility motivation

Attainment Motivation

- Accomplishing a task better than peers may be paramount
- Attaining new skills, achieving personal bests, may be more of a driver
- May associate success, or lack thereof, to identity. He is a winner or he is a loser (Fixed Mindset)

Coaching the competitive child

Acknowledge that your child is a competitor and that intense feelings go along with this

Help the highly competitive child understand her competitive nature

Support his efforts to succeed but ensure he learns to maintain perspective on winning and losing

Provide ongoing support on managing the intense emotions that go along with being highly competitive

- *Especially for highly sensitive and emotionally intense*
- *Treat self-regulation as another set of skills to master*
- *Discuss which skills will most help her manage her intensity*
- *Develop a plan with your child and then coach your child*

Conversations with an attainment driven child

- Though she will never like losing, help her to see failure as an opportunity to learn (growth mindset)
- Discuss the competitive advantages of achieving an education
- Discuss the skills attained from the lessons more than the grade
- Support the quality of accomplishments without encouraging perfectionism
- Emphasize the relationship between effort put into work and the quality of the outcome (growth mindset)

- *Celebrate success*

- but not at the expense of competitors

Utility Motivation

- Envisioning a future of accomplishment can help these students be successful.
 - *The more that vision is internalized and entrenched the more readily school tasks can be characterized as necessary and useful steps toward reaching the goal of accomplishment.*

A Quick Caution

- CAUTION:

Parents and teachers often attempt to use utility motivation no matter how a student is motivated. We tend to emphasize that they "need" a good education in order to be successful, pay their bills, support a family, and so on. These statements do reflect reality but make little emotional connection to students who are motivated intrinsically, extrinsically, or by attainment.

Conversations with the child motivated by utility

- Help the child envision a future of accomplishment
- Sometimes these students are very analytical and pragmatically oriented
- Draw connections between the content and skills and real world experiences
- Have conversations about the importance of developing the skills for processing information, managing time, persisting in the face of obstacles, and other habits that aid overall success
 - *Make it useful*
 - *Give it a purpose*

Conversations with an extrinsically motivated child

- Help him see that learning can be fun, that it can give him a sense of accomplishment, and that it can be useful to him in his life
- When your extrinsically motivated child is successful ask yourself the following questions:
 - *Do I praise his effort, strategy, organization, and the quality of his work?*
 - *Do I ask about what she enjoyed about the task?*
 - *Do I share what I found to be interesting in the work she is doing?*
 - *Do I discuss what I found to be fascinating, enriching, or useful about education myself?*
 - *Do I share my pride in my own accomplishments, especially in the academic setting?*

Extrinsic Motivation

■ CAUTION:

If your child is a gifted student who is motivated in ways other than extrinsically then over-reliance on extrinsic motivation may actually serve to decrease motivation in the long run. It may teach your child to focus on the payoff instead of the intrinsic value, the worthwhile achievements, or the utility of learning. You can use extrinsic motivation with all students--even people who love their job want to be paid. However, extrinsic motivation should not be relied upon as the main way to motivate all students.

Supporting an extrinsically motivated child

- Make sure you determine what your child finds to be rewarding, not just what you think will be rewarding.
- For young, impulsive, or easily distracted kids, assure that the reward is provided right after the task is accomplished.
- Use behavior charts or graphs for older students or students who have better self-regulation skills.
 - *Attempt to get your child engaged in setting a target behavior and developing a chart.*
- Let your kids know that they will only get the rewards if they truly earn them.
- One of the common tools for using rewards is a point system
 - *Behavioralinstitute.org.*
- Response to Intervention
 - *Interventioncentral.org*

What is valuable?

- What does she like to talk about?
- What does he spend his discretionary time doing?
- What kinds of activities does she like to do with her friends?
- What does he ask to do or where does he ask to go?
- What type of activities seem to keep her focused?
- What are the themes of his conversation, his stories?

Why is education so valuable that children across the world risk their lives for it every day?

Examples of what kids may value

Socialization	Artistic Expression	Materialism	Reflection
Adventure, excitement, risk taking	Knowledge and Understanding	Natural World	Making a difference
Security	Search for Meaning	Science	Fairness
Perfectionism		Idealism	

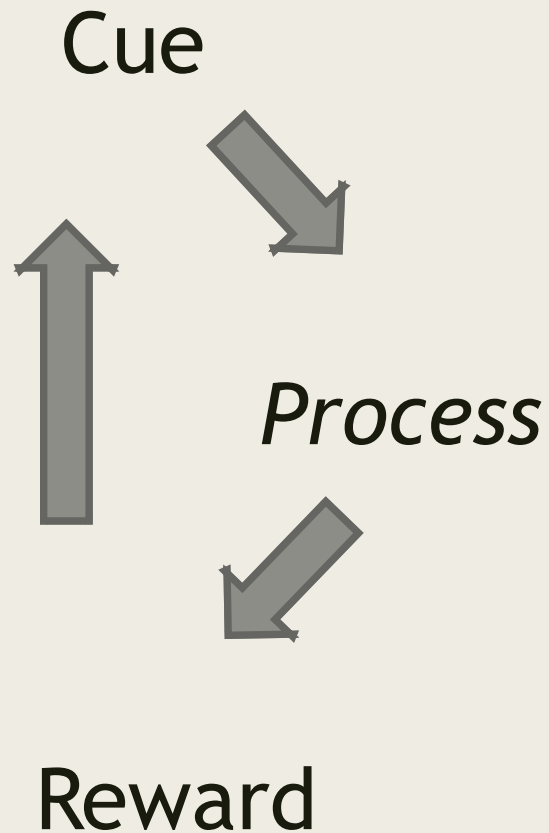
Cost analysis

- Some students find school work to be interesting, useful, and rewarding enough and feel a sense of accomplishment when they do well. The problem is that the positive feelings they get from school are not as powerful as the positive feelings they get from playing with friends, socializing, web surfing, video gaming, skateboarding, surfing, or sports. The positive feelings from academic learning simply pale in comparison to other enjoyable things they do.

Working with cost analysis

- You must step in and set guidelines and limits
- Discuss setting up a schedule with your child and have him contribute to this effort
- Enforce limits even if your child becomes very upset and angry with you
- Do not devalue education
- Avoid completely eliminating stress releasing activities

Habit Loop



Cue	Routine	Reward
Faculty meeting	Drink Third Coffee	Temporary rush in stimulation
Rush hour traffic stress	Give finger to other drivers	Temporary stress release
Kids fighting	Yelling	Temporary cessation of noise

Some Resources

- UConn Model
 - <http://www.gifted.uconn.edu/siegle/SelfEfficacy/INDEX.HTM>
- Habits of Mind
 - *Learning and Leading with Habits of Mind: 16 Essential Characteristics for Success*, Bena O. Kallick, Arthur L. Costa
- Changing Habits
 - Duhigg, Charles. *The Power of Habit: Why We Do What We Do in Life and Business*
- Narrative
 - *Narrative Psychology: Internet and Resource Guide*. Edited by [Vincent W. Hevern, SJ, Ph.D.](#), Psychology Department, [Le Moyne College](#), Syracuse, NY
<http://web.lemoyne.edu/~hevern/narpsych/nr-basic.html>
 - Ariely, Dan. 2010. *Predictably Irrational: The Hidden Forces That Shape Our Decisions*

And, some more resources

- Grabmeier, J. (2000). New theory of motivation lists 16 basic desires that guide us. Retrieved from the Ohio State University Online Web site: <http://researchnews.osu.edu/archive/whoami.htm>

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Siegle, D., McCoach, D.B., Greene, M, & Reis, S. (2000). Making a difference: strategies to increase student motivation and academic achievement. Retrieved from: <http://www.gifted.uconn.edu/Siegle/NRCGTUnderachievementStudy.htm>

Thank You for Coming

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